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flat; and in this respect it has been found less acceptable than Alden. On the other hand, it gains, by casting off the historic method, an immediacy of approach to the technique of a living art. Its chapters take up in succession verse units, the foot, the meter, the stanza, the poem of conventional form, with introduced chapters on scansion and the quality of sounds. Examples, though scanty, are uniformly provided, well chosen, and printed in readable type. The interested student will inevitably crave more; and for him it might have been well to add reference lists to other poems. The editors pronounce it difficult "to withhold comments on the aesthetic function of the forms and conventionalities of the art." Better had they not taken the pains! Brief notes, such as that the sonnet was originally and has been chiefly used for amatory verse, that blank verse is characteristic of most epic and dramatic poetry—with perhaps a mere note on the periods of their greatest influence and achievement—would have enriched the book at slight cost of space.

Positive faults of detail are few. In the index it should be stated whether the reference is to section or page. The reference to peonic verses from § 15d is incorrect, as is that in the index. Reference should be made from p. 31, l. 1, to § 65 for stichic verses. The citation of many classical meters with no example from Campion seems incongruous. And Herrick's lines (p. 16) certainly lose their intended funereal effect if read as the editor suggests.

In Alden's book we have history; here we have technique. But should not a book on versification have the atmosphere, if it be not instinct with the spirit, of poetry?

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A Hundred Years of History, 1216-1327. By HILDA JOHNSTONE. London: Longmans, Green & Co., 1912. Pp. xv+292.

Miss Johnstone, lecturer in history at Manchester, England, has translated a number of extracts from the chroniclers, together with a few statutes taken from Stubbs, to illustrate English history from the accession of Henry III to the death of Edward II.

With the exception of the summons to the magnates of the realm and the Provisions of Oxford (from Stubbs) and the Peace of 1259 between Henry III and Louis IX (from Rymer's *Foedera*), all the extracts of the first 118 pages—about half the book—are from Matthew Paris, the chief of the great historical school of the Benedictine abbey of St. Albans.

When Matthew Paris' vivid and entrancing chronicle ceases, at the year 1259, Miss Johnstone depends on several sources for her extracts. The Barons' Wars and their effects on contemporaneous politics are told partly from the chronicle of Rishanger, the continuator of Matthew Paris, and a partisan of Simon de Montfort and the barons, partly from Thomas Wykes, chronicler of Osney near Oxford, and the sole supporter of the Crown among contemporaneous historians of the great struggle. This is the most illuminating

part of Miss Johnstone's compilation, because it gives a glimpse of the policy and principles of both the king's party and the confederated barons.

The very important years of Edward I's reign, from the accession down to the Scottish period (1272-91), are passed over with very scanty notice. They occupy only fifteen pages (150-64) out of nearly three hundred. It is difficult to see why the author, who has given us many pages of details of the French expeditions of Henry III, should have omitted almost the slightest reference to the enduring work of the first twenty years of the English Justinian.

For the close of Edward I's reign Miss Johnstone relies almost entirely on the chronicle of the Yorkshire annalist Walter of Hemingburgh and for Edward II's reign (which with disproportionate emphasis occupies the last third of the book, pp. 203-90) the authority is the anonymous *Vita Edwardi II*, with very few extracts from Geoffrey le Baker's eulogizing chronicle of Edward II, the Yorkshire *Gesta Edwardi*, and the *Annales Paulini*. It would have been interesting had the author drawn more largely on the last-named source, for the chronicler of St. Paul's was a Londoner and a layman. Few chronicles of the Middle Ages reflect the civic spirit and still fewer transcend the monastic point of view.

We are puzzled to know just what function Miss Johnstone's interesting collection of extracts could fulfil in the pedagogical scheme. As a "source-book" it could serve only for a class studying a most restricted portion of English history, and for the special student of the mid-Plantagenet period it could by no means replace the full text of Matthew Paris, Hemingburgh, on the statutes of the realm. The advanced student will not need this reprint of extracts from record and chronicle; and for the elementary student, the extracts, presented as they are without introduction or comment, and in such great abundance would, we fear, be somewhat confusing and bewildering.

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The Teaching of Mathematics in Secondary Schools. By ARTHUR SCHULTZE. New York: Macmillan, 1912. Pp. xx+370. \$1.25.

This book differs from the two well-known books on the teaching of mathematics—the one by Professor David Eugene Smith, the other by Professor J. W. A. Young—in that it covers a much more restricted field. The book is for the most part a publication of a series of lectures, delivered by the author at New York University, in which he aimed to give concrete discussions of problems which arise in actual teaching. Excepting the two introductory chapters, the author has largely avoided generalities and has confined himself to concrete illustrations of effective methods of attack of fundamental topics. Although the book contains much material that is obvious and commonplace to the experienced teacher, it will, nevertheless, prove valuable to him, because of the numerous exercises and many clear figures. There are 118 exercises and